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ABSTRACT

A JTPA/FEL (Job Training Partnership Act/Family English Literacy) demonstration project is reported that involves a partnership between the Lao Family Community (LFC) of Minnesota, the City of St. Paul, and St. Paul Public Schools/Adult Basic Education. The goal is to provide workplace literacy instruction to refugees with limited English proficiency to enable them to become economically self-sufficient as quickly as possible. Most of the 50 participants served at any one time are Hmong refugees (60% women) with less than 2 years in the United States. Four levels of English-as-a-Second-Language (ESL) instruction are offered, with each course lasting 11 weeks. The curriculum content includes workplace field trips, use of native language for cultural discussion of appropriate workplace behavior, emphasis on workplace document literacy, simulations and classroom activities, reinforcement of oral language and basic literacy skills taught in other program courses, and curriculum adaptability to different jobs. Seventeen key competencies are identified. Instructional units are included in this report. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

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LAO FAMILY COMMUNITY
OF MINNESOTA, INC.

and

Northwest Educational Cooperative

ESL
WORKPLACE LITERACY
CURRICULUM

for a JTPA/Family English Literacy Demonstration Project

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ESL WORKPLACE LITERACY CURRICULUM
for a JTPA/Family English Literacy Demonstration Project

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INTRODUCTION

PROGRAM OVERVIEW

The Lao Family Community of Minnesota JTPA/FEL (Job Training Partnership Act/Family English Literacy) demonstration project is one of four demonstration projects funded in April 1988 through the U.S. Department of Education and the U.S. Department of Labor. The goal is to provide workplace literacy instruction to refugees with limited English proficiency which enables them to become economically self-sufficient as soon as possible.

The project serves 50 refugees at any point in time. The participant population is primarily Hmong. All clients are considered candidates for employment. About two-thirds of the participants are new arrivals who have been in the U.S. less than 24 months. Their ages range from 19-45 with the majority falling between 25 to 35 years of age. About 60% are women. Approximately 20% have 0 to 6 years of education in their own country. Work experience includes primarily unskilled jobs such as farming, military, or taxi driving. Other work experience includes small business management and grade school teaching.

This project involves a partnership between Lao Family Community (LFC), the City of St. Paul, and St. Paul Public Schools/Adult Basic Education. Staff are either bilingual or have extensive experience in bilingual programs. The average teaching experience is 15 years. In addition to teaching the classes, the teachers' responsibilities include visiting work-sites, discussing individual participants' goals and progress with case managers and job developers, attending training activities, lesson planning, curriculum development, recruiting new participants, and record-keeping.

Four levels of ESL instruction are offered. The JTPA/FEL workplace literacy classes are available to students with MELT Student Performance Levels of IV, V, and VI. The workplace literacy classes are scheduled for one hour a day, four days a week. Each course lasts one quarter. The courses are outlined below:

LFC COURSES

LEVEL	MELT SPL'S	SCHEDULE	CONTACT HRS
1	O/I	3 hrs. x 3 days x 11 wks.	99
2	II/III	3 hrs. x 4 days x 11 wks. or 4 hrs. x 3 days x 11 wks.	132 132
3	IV	3 hrs. x 4 days x 11 wks.	132
4	V/VI	3 hrs. x 5 days x 11 wks.	165
Workplace Literacy	IV/V/VI	1 hr. x 4 days x 11 wks.	44

PROCESS OF CURRICULUM DEVELOPMENT

The LFC workplace literacy curriculum is competency-based. In keeping with a competency-based approach, the curriculum development consisted of four steps - needs assessment, identification of learning outcomes, development of instructional units, and evaluation of student learning. The curriculum was developed through the joint efforts of staff from LFC and St. Paul Public Schools/Adult Basic Education and Northwest Educational Cooperative (NEC).

The needs assessment phase consisted of reviewing results from workplace literacy surveys conducted in the Minneapolis/St. Paul area, visits to participating employers, and interviews with job developers. The assessment indicated that participants would likely be placed into four areas - assembly, industrial sewing, food service/production and housekeeping. Literacy needs for the jobs were primarily workplace documents, such as schedules, forms, and signs. Training manuals were used in a few workplaces, however, the training itself was conducted primarily through demonstration with verbal explanations. Prose literacy was minimal.

The curriculum development team met to identify the competencies and establish the format and content of the instructional units. The curriculum and the achievement test were drafted by the NEC Consultant and field-tested by the instructional staff. Upon completion of the field-testing, the team met to revise and finalize the curriculum.

CURRICULUM CONTENT

In order to be effective, a curriculum must meet the unique needs of its students and the community as well as address the special program characteristics. Special features of the LFC curriculum are:

1. *Utilization of field-trips to create an awareness of the U.S. workplace.*
   The majority of the students have not seen a U.S. workplace. Therefore, it is difficult for teachers to establish a context in the classrom in which to practice the literacy skills. From the students' perspective, it is difficult to transfer the newly acquired skills to the workplace. The program creates this awareness of the workplace by taking participants to a minimum of three worksites and discussing the nature of the workplace, jobs, and language requirements with them.

2. *Use of participants' native language for cultural discussion of appropriate workplace behaviors.*
   Employers indicate that Southeast Asians often lack a knowledge of appropriate U.S. workplace behavior, such as asking clarification questions and recognizing safety hazards. The native language is used to present important information, check that the information is understood, and facilitate discussion. Given the limited English of the participants, this can only be done in the native language.

3. *Emphasis on document literacy.*
   The needs assessment indicates the importance of workplace documents. In fact, the literacy requirements of common entry-level jobs are often limited to documents. Because document literacy is often not taught in general ESL courses, there is a great need to teach it.

4. *Reinforcement of workplace literacy skills and behavior through simulations and classroom activities*
   Workplace documents are introduced, practiced, and then reinforced throughout the remainder of the course. For example, work schedules may be taught in Week Two. Throughout the remainder of the course, the Class Schedule is then posted weekly.

5. *Reinforcement of oral language and basic literacy skills taught in other program courses.*
   Each instructional unit identifies basic literacy skills which have been taught in previous courses. These skills are then reviewed and practiced in a workplace context. Instructional units can also be sequenced by the teachers to facilitate coordination of topics among courses and to provide maximum reinforcement.

6. *Curriculum adaptability to different jobs.*
   The curriculum competencies are applicable to many entry-level jobs. Teachers can easily adapt these competencies to specific jobs by incorporating job specific vocabulary and actual workplace documents into their lesson plans.

The curriculum consists of sixteen literacy-related competencies. In addition, there is one competency which is related specifically to workplace behaviors. This final competency addresses one major problem which faces the target participant population – the lack of appropriate workplace behaviors. While the lack of oral and written English skills can cause problems on the job, the lack of appropriate cultural and behavioral skills can also cause problems.

The last competency addresses the need for social language on the job. A common problem expressed by employers and English speaking co-workers is the lack of social language or inappropriate social language. Given the limited time for the course, the curriculum has included only the most important behavior-directed competency. Additional competencies can be included when the need arises in further classes.

Of the seventeen competencies, seven have been identified as "key". A key competency is one which is considered to be essential for successful employment and is, therefore, tested at the end of the course. On the following page is a complete list of the competencies. The key competencies are indicated by an asterisk and are in bold print.

A. WORKPLACE LITERACY

*1. Complete a standard job application without assistance.

2. Read a map and directions to a workplace.

*3. Read work schedules and identify days and shifts to be worked.

*4. Read task assignments and verify duties to be performed.

*5. Read a time card.

*6. Read an inventory or order form.

*7. Compute the number and dollar value of piecework.

*8. Compute the amount and value of overtime worked.

9. Read exemptions on a W-4 form, gross and net pay on a paycheck, and identify any errors.

10. Read the names of common departments.

11. Read instructions to do a task.

12. Fill out a supply request form.

13. Complete a form to request time off.

14. Read safety signs, instructions, warnings, and cautions.

15. Fill out an accident report form.

16. Identify occupations which are personally interesting.

B. WORKPLACE BEHAVIOR AND COMMUNICATION

17. Identify appropriate topics for social interaction with co-workers.

Workplace Visits

The workplace visits are an important part of the curriculum and program. These visits provide students with the opportunity to see different workplaces where they might be placed in on-the-job training situations or may actually be placed in jobs. These visits provide the context for career and interest exploration as well as a context for language practice.

Three classroom hours are used for each visit. The first is to prepare for the first; the second is for the actual visit, and the third is for a discussion of the visit.

The following chart summarizes some common activities for a visit.

	Native Language	English
Preparation for the visit	* Type of company * Types of jobs * Reason for the visit	* Job titles * Names of departments * Names of products * Location (Refer to Instructional Unit #2)
The Visit	* Important information * Learners' questions	* Employer information about workplace * Signs and forms

Post visit	* Discussion:
	  * sts' impressions of jobs, duties, and workplace
	  * sts' preferences for working for such an employer
		* Review of information presented in English during the tour
		* Review of any written materials given during the tour
		* Review of names of jobs and job tasks

CURRICULUM FORMAT

One instructional unit has been written for each competency. These units identify the language content, recommend resources, and make suggestions for instructional activities. The components of each unit are:

Competency. This is a demonstrable skill which the learner should be able to perform after the lesson is completed.

Prerequisites. These are basic literacy skills which have been taught in other courses and are required if students are to be able to master the workplace literacy competency in the available time. These skills are listed on the following page.

1. Alphabet – names of letters and sequence
2. Numbers
3. Addition, subtraction, multiplication, division with a calculator
4. Fractions (1/2)
5. Analog and digital time
6. Dates (June 10, 1988; 6/10/88)
7. Money

Situations. One or two suggested situations for providing a context for the instructional activities are given.

Textbook References. The references listed are merely suggestions. The teachers should decide which materials are relevant to their particular students. Although a variety of materials for workplace instruction are available, LFC has selected these:

English That Works, Books 1 and 2. K. L. Savage, et. al. Glenview.IL: Scott-Foresman, 1982.

Project Work English General VESL Curriculum. L. Mrowicki, et. al., Arlington Heights, IL: Northwest Educational Cooperative, 1984.

Speaking Up At Work. C. Robinson and J. Rowecamp. New York: Oxford University Press, 1985.

Your First Job. D. W. Prince and J. Gage. Englewood Cliffs, NJ: Prentice-Hall, 1986.

Workplace Resources. These are actual worksite materials which can be used as teacher resources or as student instructional materials. These materials are found in a supplement.

Vocabulary. Categories of vocabulary or actual words are listed.

Grammar. Grammatical structures important to the competency are listed. Because of the limited time of the course, it is assumed that students have studied these structures previously and are now ready to practice them in the context of the workplace. Not all lessons have grammatical structures listed.

Notes. Background information for the teacher has been listed when it is important. Space has been left for staff to include additional notes.

Native Language Discussion. The outline lists basic points of information to be covered in a short lecture format. Questions which check comprehension and which also facilitate discussion are listed. This section is a vital component of almost every instructional unit because it sets a context and provides important concepts for the English instruction.

Workplace Literacy. This component of the lesson presents and practices the literacy skills. Suggested activities for setting the context, introducing the language, practicing the language, and extending the literacy skills are given. As with the native language section, these activities are a guide – each teacher has the option of developing his or her own instructional activities to meet the students' needs.

INSTRUCTIONAL SEQUENCE

The instructional units can be sequenced in a variety of ways. Because the units are self-contained, teachers have the option of sequencing the competencies according to the students' needs, the difficulty of learning, and the scheduling of the field-trips. During the field-testing, the competencies were taught in the order of their listing on the previous page.

STUDENT EVALUATION

Student evaluation takes place on an ongoing basis using the competency checklist and at the end of the class using the Achievement Test. During the class, the teachers evaluate students performance in class after an instructional unit is completed. The degree of performance is noted on the checklist. Each student has a checklist which is kept in his or her file and is available for review by the student, job developer, and other staff.

The Achievement Test is a hands-on, individually administered test. It measures a student's performance of the seven competencies which staff identified as being the most important to the types of available jobs. The test, instructions for administration, and passing scores can be found on pages 36 - 37.

INSTRUCTIONAL UNITS

INSTRUCTIONAL UNIT # 1

COMPETENCY: Complete a standard job application without assistance.

PREREQUISITES:

All sections of the application have been taught previously.

SITUATIONS:

1. A job developer/employment counselor takes the student to a worksite to complete an application.
2. A student hears about a job from a friend and goes to apply.

TEXTBOOK REFERENCES:

English That Works, Book I pp. 3-32
Sample Application Form from the Project Work English General VESL Curriculum, pp. 144 & 145

WORKPLACE RESOURCES:

See Appendix A, 1.1, 1.2, 1.3

NOTES:

It is important to know the work history of each student: previous jobs held, duties, etc.

INSTRUCTIONAL UNIT #1

Native Language Discussion	Workplace Literacy
OUTLINE *It is possible that students may not be able to say in English which jobs they have had and what skills were involved. Review their work history and determine if they can describe it in English.* *There are some questions which applicants need not answer unless the questions are directly related to the job. These questions relate to:* * *age* * *height* * *religion* * *marital status* * *pregnancy* * *criminal record* **DISCUSSION** 1. *In a job interview, personnel asks you what religion you belong to. What can you say?* 2. *You are applying for a job which requires working with chemicals. The job application asks if the applicant is pregnant or will become pregnant. How can a woman answer this question?*	**TEACHING SUGGESTIONS** **1. Ask background questions.** *Which jobs have you had?* *Which jobs would you like?* **2. Introduce the general application.** *Can you fill it out?* *Do you have any questions?* **3. Students fill out the application.** **EXTENSION:** After each worksite visit, students fill out an application for that site. (Make sure sts. understand that this is only practice!)

INSTRUCTIONAL UNIT #2

COMPETENCY: Read a map and directions to a workplace.

PREREQUISITES:

Familiarity with street names in St. Paul and Minneapolis - Level 1

SITUATIONS:

1. A worker makes an appointment for a job interview by phone. Directions to the worksite are given.
2. A worker is asked to deliver something to another location. He is given written directions.

WORKPLACE RESOURCES:

VOCABULARY:

North, South, East, West, blocks, expressways, common streets

GRAMMAR:

Simple imperative.

NOTES:

This unit is addressed before each worksite visit!

INSTRUCTIONAL UNIT #2

Native Language Discussion	Workplace Literacy
- - - - - - - -	**TEACHING SUGGESTIONS** **1. Background questions.** *Do you know where ____--(company) is? Have you ever been there?* **2. Map practice.** Give students directions from the class building to the workplace. Have them trace the route on the maps. As an alternative, give them written directions.

INSTRUCTIONAL UNIT #3

COMPETENCY: Read work schedules and identify days and shifts to be worked.

PREREQUISITES:

Days of the week - Level 1
Times - Level 2
Dates - Level 2

SITUATIONS:

1. A worker sees a work schedule for the upcoming week posted on a board.
2. After being hired, a worker is given a schedule.

TEXTBOOK REFERENCES:

Speaking Up At Work, pp. 12 & 13

WORKPLACE RESOURCES:

See Appendix A, 3.

VOCABULARY:

Shifts - day, evening (swing), night (graveyard)

NOTES:

INSTRUCTIONAL UNIT #3

Native Language Discussion

OUTLINE

It is important to understand your work schedule and to verify or clarify your hours.

In many workplaces, you can request to change your hours. Workers with more seniority usually have the first option to change their schedule.

DISCUSSION

1. *What would you do if you did not know your starting time for the following week?*

2. *The supervisor says that she needs two more workers on the afternoon shift. You want to work on this shift. What should you do?*

Workplace Literacy

TEACHING SUGGESTIONS

1. Write a class schedule on the board.

	M	T	W	Th	F	S	S
ESL Class	9-12	9-12	9-12	9-12	9-12	–	–
Workplace Lit. Class	1-2	1-2	1-2	1-2	–	–	–

2. Ask questions orally.

Which days do you study?
Which classes do you take?
What time do your classes start?
What time do your classes end?
Tell me your schedule for Tuesday/Friday,
etc.

3. Do the exercises in Speaking Up At Work.

4. Ask students to write their own schedules for next week.

EXTENSION:
Put a schedule board on the wall. Each Friday, write the schedule for the following week.

INSTRUCTIONAL UNIT #4

COMPETENCY: Read task assignments and verify duties to be performed.

PREREQUISITES:

SITUATIONS:

1. A worker reads a task schedule to see which department he is assigned to on a specific day.
2. A worker receives a memo regarding task changes.

WORKPLACE RESOURCES:

GRAMMAR:

Simple Imperative
Polite requests "Would you..."

NOTES:

INSTRUCTIONAL UNIT #4

Native Language Discussion

OUTLINE

An employer or supervisor may ask a worker to change departments or jobs. It is important for a worker to be flexible. The more flexible a worker is, the better will be the chance for promotion.

While flexibility is important, the worker should speak up if he or she does not want to change the tasks. The worker should explain the reasons for not wanting to change.

DISCUSSION

1. *Why would an employer or supervisor ask a worker to change departments?*

2. *If you operated a machine and your supervisor asked you to work in the painting department and paint fumes give you headaches, what would you do? What would you say?*

3. *If you worked the day shift and the supervisor asked you to work the night shift, what would you do? What would you say?*

Workplace Literacy

TEACHING SUGGESTIONS

1. Background questions.
Did any students work in any jobs where their duties changed? How were they changed?

2. Introduce task assignment chart.
Write a chart on the blackboard.
Ask oral comprehension questions.
Who passes out the books? What does ___ do? etc.

Example:

Task	Person
Pass out books.	
Take attendance.	
Alphabetize time cards.	
Distribute paper and pencils.	
Arrange classroom furniture.	
Check supplies.	
Clean the blackboard.	

3. Write a new task assignment chart on the blackboard. Students read the chart and perform the tasks.

EXTENSION:
Do a weekly task assignment chart. As an alternative, write a memo in which the task assignments are given.

INSTRUCTIONAL UNIT #5

COMPETENCY: Read a time card.

PREREQUISITES:

Alphabet - Level 1
Analog & digital time - Level 2
Dates - Level 2

SITUATIONS:

1. A worker locates his time card in the time card rack and punches in. He checks his card to review his hours.
2. A worker writes down the time he started on a sign-in sheet.

TEXTBOOK REFERENCES:

Speaking Up At Work, pp. 33-37
English That Works I, pp. 135-143
Your First Job, pp. 45-47

WORKPLACE RESOURCES:

See Appendix A, 5.1, 5.2, 5.3.

VOCABULARY:

Time card, time clock
Punch in, punch out

NOTES:

Most workplaces will have time cards which workers punch in and out. Personnel total the number of hours worked and determine the pay.

INSTRUCTIONAL UNIT # 5

Native Language Discussion

OUTLINE

It is important that a worker punch in. If he forgets to punch in, he might lose pay. If there are any problems, he should talk to his supervisor.

DISCUSSION

1. *A worker wants to punch in but he can't find his time card. The shift is going to start very soon. What should he do?*
2. *The time clock is broken. What should the worker do?*
3. *A worker sees that there is a mistake on his sign-in sheet. What should he do?*

Workplace Literacy

TEACHING SUGGESTIONS

1. **Background question.**
   Have you ever worked in the U.S.? Did you have a time card or did you sign in?

2. **Write a time sheet for the day on the blackboard.**

AM		PM		Total
In	out	In	out	Hours

3. **Fill in the time sheet for each student. Sts. calculate the number of hours.**

4. **Ask comprehension questions.**

   What time did ___ come in?
   What time did ___ leave?
   How many hours was ___ here?

5. **Do exercises from the texts.**

EXTENSION:
Students fill in their hours on a sign-in sheet each day or they punch in on a time clock. Have students keep their card in alphabetical order! At the end of each week, they calculate their hours.

INSTRUCTIONAL UNIT # 6

COMPETENCY: Read an inventory or order form.

PREREQUISITES:

Numbers - Level 1
Addition and subtraction - Level 1
Dates - Level 2

SITUATIONS:

1. A worker counts the number of items produced and writes the number on a form.
2. A worker is in charge of inventory and he or she must total each item at the end of the day.

TEXTBOOK REFERENCES:

Refer to Task Performance activities in Appendix B.

WORKPLACE RESOURCES:

VOCABULARY:

Item, quantity, number (no.), weights (oz., lb), measurements (inches and feet)

NOTES:

INSTRUCTIONAL UNIT # 6

Native Language Discussion

OUTLINE

An employer keeps track of the inventory so that he or she does not run out of supplies. The employer does not want too much inventory; neither does he or she want too little.

If the job entails production or is paid by piecework, the amount of production is recorded. Sometimes, a worker's pay is based on the production of items which meet the quality standards. While speed of production is important, so is the quality.

DISCUSSION

1. *Why does an employer keep track of inventory?*
2. *Would you like to be paid on the amount of work you produce?*

Workplace Literacy

TEACHING SUGGESTIONS

1. Background questions.
Did you ever have a job in which you had to total the amount of work you produced?

Think about our class. We take attendance every day. Why is the total number of sts. important to the agency? Why is the total number of hours a student attends important to the agency?

2. Write a basic form on the blackboard. Ask comprehension questions.

EXAMPLE:

HOURLY PRODUCTION

ITEM	QTY	ITEM	QTY
255	10	2000	6
215	50	215-2	12
415	75	172	1031
63	5	200C	5

Worker _____ Date 7/11/88

Supervisor _____ Time 1:00

3. Select a task from Appendix B.

EXTENSION:
Maintain an inventory form for all supplies in the class. Assign a student to total the supplies at the end of each week.

Assign a student to total the number of hours each student attended class each week.

INSTRUCTIONAL UNIT # 7

COMPETENCY: Compute the number and dollar value of piecework.

PREREQUISITES:

Numbers - Level 1
Multiplication - Level 2
Money - Level 1

SITUATIONS:

1. A sewing machine operator is paid by the number of garments she produces.
2. An agricultural worker is paid by the amount of crops which he harvests.

WORKPLACE RESOURCES:

See Appendix A, 7.

VOCABULARY:

Amount, total, number (#, No.)

NOTES:

INSTRUCTIONAL UNIT # 7

Native Language Discussion

OUTLINE

The employer sets the value on a product and the worker is paid by the number he or she produces. Often the number of products is recorded by the worker and checked by a supervisor. Sometimes the supervisor does the counting and recording.

A product which is substandard often does not count.

Both speed and quality are important.

DISCUSSION

1. *What are the advantages of being paid by the amount produced? The disadvantages?*

2. *Would you like to be paid by the piece or by the hour? Why?*

Workplace Literacy

TEACHING SUGGESTIONS

1. **Background questions.**
Have you ever been paid by the piece? Do you know of anyone who has?

2. **Write a basic form on the blackboard and ask comprehension questions.**

Example:

No. of pieces	Price	Total
5	$.25	
50	$.75	
120	$1.38	
75	$6.90	
	TOTAL:	

3. **Select a task and have students calculate the value of the pieces produced.**

INSTRUCTIONAL UNIT #8

COMPETENCY: Compute the value and amount of overtime worked.

PREREQUISITES:

Addition - Level 1
Multiplication - Level 2

SITUATIONS:

1. A worker does a few hours overtime and he computes the amount of money he will get.
2. A worker receives his pay and he computes the value of the overtime to verify that the amount is correct.

TEXTBOOK REFERENCES:

Speaking Up At Work, pp. 33-37

WORKPLACE RESOURCES:

See Appendix A, 8.

VOCABULARY:

overtime, holiday pay
double time, time-and-a-half,

NOTES:

INSTRUCTIONAL UNIT # 8

Native Language Discussion	Workplace Literacy
OUTLINE *A standard work week is usually 40 hours. In many places, additional hours are called overtime. A worker receives more money for overtime. Usually it is 1 1/2 times the hourly rate. Sometimes it is twice the hourly rate. This is called double time.* **DISCUSSION** 1. *If you are applying for a job and you want to find out about overtime policy, what do you ask?* 2. *If you want to work overtime, what do you do?* 3. *If there is some overtime work and many workers want it, what do you do?* 4. *How do you think a company makes a decision about who gets overtime?* *(The decision often depends on who wants it and who has seniority.)* 5. *If a worker earns $5.00 an hour and he or she works overtime and gets time-and-a-half pay, how much does he earn for four hours? Five hours? Ten hours? Two and a half hours?*	**TEACHING SUGGESTIONS** **1. Background Questions.** *Ask students if they have ever worked overtime? How much was it worth?* **2. Prepare a grid on the blackboard. Students calculate the value of the overtime.** **EXTENSION:** Each week assign an hourly rate to each hour of class time. The class calculates the value of each student's hours.

INSTRUCTIONAL UNIT # 9

COMPETENCY: Read exemptions on a W-4 form, gross and net pay on a paycheck and identify any errors.

PREREQUISITES:

Numbers - Level 1
Dates - Level 2
Money - Level 1
Addition, subtraction - Level 1
Multiplication - Level 2
Division - Level 3

SITUATIONS:

1. A worker reads his paycheck to determine what the take-home pay is and how much money was deducted.
2. A worker determines if enough money is being deducted for the state and federal income taxes.
3. A worker fills out a W-4 form upon being hired.

TEXTBOOK REFERENCES:

Speaking Up At Work, pp. 50-56, 104-107, 162-164

WORKPLACE RESOURCES: Any actual paycheck stubs.

See Appendix A, 9.

VOCABULARY:
W-4, gross pay, net pay, take-home pay, deduction, state income tax, federal income tax, FICA, exemptions, dependents

NOTES:
The W-4 forms are very difficult to complete - bilingual assistance should be provided. Workers can change the number of exemptions and the amount of withholding if they feel their current deductions are too small or too large.

INSTRUCTIONAL UNIT #9

Native Language Discussion	Workplace Literacy
OUTLINE *An employer withholds money from a paycheck for state and federal income taxes. The employer sends this money to the government.* *The government gives you exemptions for yourself and the people you support. For each exemption, the government withholds a certain amount of money.* *The W-4 form identifies the number of allowances and the amount of deductions.The form is complicated- ask the bilingual worker to help you.* **DISCUSSION** *1. Why will money be withheld from your paycheck?* *2. What does the employer do with your money?* *3. How many exemptions should you take?* **OUTLINE** *Deductions from a paycheck:* ** Withholding for Federal income tax* ** Withholding for state income tax* ** FICA - social security* *Other possible deductions:* ** Retirement pension* ** Insurance* ** Union dues* **DISCUSSION** *1. What are some deductions?* *2. What is your opinion about paycheck deductions?*	**TEACHING SUGGESTIONS** **1. Background questions.** *What jobs have you had? How many people do you support? What deductions were taken out of your paycheck?* **2. Teach key vocabulary words as sight words.** **3. Do exercises in the texts.** **EXTENSION:** The class sets an hourly rate for attendance for each week. At the end of the week, the class determines the "gross" amount of pay, their number of allowances & deductions, and their "net pay". Students write their own paycheck stubs.

INSTRUCTIONAL UNIT # 10

COMPETENCY: Read the names of common departments.

PREREQUISITES:

SITUATIONS:

1. A worker is looking for a particular department and has to read the overhead signs.
2. A worker is looking at a map of the workplace to identify the location of a particular department.

TEXTBOOK REFERENCES:

Your First Job, pp. 64-67
Speaking Up At Work, pp. 20-26

WORKPLACE RESOURCES:

VOCABULARY:

Departments - personnel, shipping, packing, manager's office, supply, loading area, lunchroom, locker areas, quality control (inspection), painting, assembly

GRAMMAR:

Prepositions of location.

NOTES:

In large open worksites, the names of the departments are often written on large signs which are hung from the ceilings. Many worksites have floor plans which contain the names of the departments.

INSTRUCTIONAL UNIT # 10

Native Language Discussion

OUTLINE

Work areas are divided into departments. Common departments and their functions are:

1. *personnel - handle payroll, keep benefit records*
2. *manager's office - manage entire business. Sometimes the manager is the owner.*
3. *training - train workers. Usually limited to major corporations or very large companies.*
4. *supply - keep materials*
5. *shop - produce goods*
6. *packing - pack products & prepare them for shipping*
7. *shipping - ship orders*
8. *loading - load products onto trucks & receive incoming supplies*

Other common departments:

9. *assembly - put products together*
10. *painting - products are painted*

Other common locations:

11. *lunchroom - (also called the cafeteria or lounge)*
12. *locker room - workers change their clothes here*
13. *restrooms*
14. *first aid*
15. *business office*

DISCUSSION

Which departments would you like to work in? Why?

Workplace Literacy

TEACHING SUGGESTIONS

1. **Background Questions.**
   Ask students the names of the departments in previous workplaces. Write the names on the board.

2. **Write other names on the board and practice sight word reading.**

3. **Introduce floor plans and ask for the location of the departments.**

Example:
Where is personnel?
Next to the manager's office.

INSTRUCTIONAL UNIT # 11

COMPETENCY: Read instructions to do a task.

PREREQUISITES:

See the specific task in Appendix B.

SITUATIONS:

1. A worker is given written instructions to complete a task.
2. A worker uses a manual to find out how to do something.

COMPANY RESOURCES:

See Appendix A, 11.

VOCABULARY:

See the specific task.

GRAMMAR:

See the specific task.

NOTES:

INSTRUCTIONAL UNIT # 11

Native Language Discussion	Workplace Literacy
OUTLINE *Sometimes a worker uses a manual to find instructions about how to do something. It is very important that a worker understands the manual. If a worker has any questions, he or she should ask the supervisor or lead worker.* *Sometimes the instructions for operating a machine are written and displayed on the machine.* **DISCUSSION** 1. *What would you do if you did not understand the written instructions to operate a machine?* 2. *Why is a manual important?*	**TEACHING SUGGESTIONS** 1. Background questions. *Have students ever seen a manual? Do they have any machines at home which have written instructions?* 2. Choose a task from Appendix A. 3. Review any appropriate vocabulary. 4. Pass out written instructions and supplies to students. 5. Sts. perform the tasks. 6. Review sts' work. 7. If appropriate, sts. read the written instructions orally. Listen for miscues.

INSTRUCTIONAL UNIT # 12

COMPETENCY: Fill out a supply request form.

PREREQUISITES:

Numbers - Level 1
Dates - Level 2

SITUATIONS:

1. A worker must go to a supply room and fill out a form for supplies.
2. A worker needs supplies, fills out a form, and someone gets the supplies.

TEXTBOOK REFERENCES:

Speaking Up At Work, pp. 47-49, 97-103
Your First Job, 27

WORKPLACE RESOURCES:

VOCABULARY:

Common supplies or tools.

NOTES:

INSTRUCTIONAL UNIT # 12

Native Language Discussion

OUTLINE

Workers are expected to take the initiative and speak up if they run out of supplies. It is usually the individual worker's responsibility to ask for more supplies.

Employers keep records of their supplies for many reasons:

- ** the cost of supplies for an item helps in determining the price*
- ** re-ordering before supplies run out*
- ** monitor efficient use of supplies*
- ** cut down on waste or loss*

DISCUSSION

1. *Why do employers keep track of supplies?*
2. *What would you do if you ran out of supplies?*
3. *Who would you ask if you needed help?*
4. *What would you do if you had to fill out a form which you did not understand?*

Workplace Literacy

TEACHING SUGGESTIONS

1. Background Questions

What supplies did students use in previous jobs? How did they get the supplies? What supplies are used in class? How are these supplies obtained?

2. Draw a basic form on the blackboard. Ask oral comprehension questions.

Example:

PARTS REQUEST

NO. 436

____ RUSH TIME RECEIVED 9.00

DEPT. Mfg TIME FILLED _____

P.N. A-13156 QTY. 10

J Smith 5/14

REQUESTED BY DATE

FILLED BY DATE NO. SENT

3. Do exercises from the textbook or use Task # 2 from Appendix A.

EXTENSION:
Create a supply request form for the class. Each time a student needs a pencil, some paper, etc., have him or her fill out the form.

INSTRUCTIONAL UNIT #13

COMPETENCY: Complete a form to request time off.

PREREQUISITES:

Dates - Level 2

SITUATIONS:

1. A worker wants to take a vacation.
2. There is a death in the worker's family.
3. There is a birth in the family.
4. The worker is moving.

TEXTBOOK REFERENCES:

Speaking Up At Work, pp.

WORKPLACE RESOURCES:

See Appendix A, 13.1, 13.2.

VOCABULARY:

Types of leave - maternity, sick, etc.
Vacation
Personal Day

NOTES:

Vacation time on a new job is usually 5 days after the first year.

INSTRUCTIONAL UNIT #13

Native Language Discussion

OUTLINE

1. *Appropriate and inappropriate reasons for taking time off*

2. *Common company policies regarding days off*

   * *5 vacation days a year after the first year*
     10 days after 5 years

   * *Who to contact - personnel*

   * *When it is appropriate to ask (1-2 weeks before)*

3. *Possibility of additional leave without pay depends on the employer*

4. *Importance of reporting tardiness or absence*

DISCUSSION

1. *Your wife is going to have a baby next week. You have been working at the company for four months.*
   What do you do?

2. *Your cousin is coming to visit. You would like to spend time with him. You have been working at the company for one month.*
   What do you do?

3. *Your wife called and your son went to the hospital with a broken leg.*
   What do you do?

Workplace Literacy

TEACHING SUGGESTIONS

1. **Ask background questions.**
   "What jobs have you had? What types of leave did you take? How did you request a leave?"

2. **Introduce the form.**
   "This is a form which you fill out when you want to take a leave."

3. **Guided Practice.**

   Ask comprehension questions:
   1. What do you write?
   2. Where do you sign your name?
   3. Where do you write the date?

   Class completes a form together for one st. in the class.
   Individual sts. complete forms.
   "You want to take July 5 as a vacation day. Fill out the form.

EXTENSION:
* Obtain request forms from each workplace visited.
* Sts. fill out request forms if they will be absent from class.

INSTRUCTIONAL UNIT # 14

COMPETENCY: Read safety signs, instructions, warnings, and cautions.

PREREQUISITES:

Dates - Level 2

SITUATIONS:

1. A worker sees safety signs in his work area.
2. A worker sees safety posters in the lunch room.
3. A worker reads instructions about the proper use of a chemical.

TEXTBOOK REFERENCES:

Speaking Up At Work, pp. 61-67, 70-74, 87-89.
English That Works, pp. 100-109

WORKPLACE RESOURCES:

See Appendix A, 14.

VOCABULARY:

Danger, Warning, Caution, Poisonous, Flammable, Combustible, No Smoking
Types of injuries.

GRAMMAR:

Simple imperative, affirmative & negative.

NOTES:

Each workplace has its own particular safety hazards and procedures for reporting hazards, accidents, and injuries.

INSTRUCTIONAL UNIT # 14

Native Language Discussion	Workplace Literacy
OUTLINE *Accidents & injuries can happen in any workplace. 90% of accidents are caused by people!* *A worker has a responsibility for his or her own safety and the safety of others. Hazards should be reported.* *A worker should read all safety signs and instructions. If a worker does not understand something, he or she should ask.* **DISCUSSION** 1. *What accidents could happen at the agency?* 2. *Were you ever involved in an accident at work? What happened? What caused the accident?* 3. *What kind of accidents could happen to a seamstress? An assembler? A painter?* 4. *If you cannot read a safety sign at work, what would you do?*	**TEACHING SUGGESTIONS** 1. **Background Questions.** Ask students what safety signs they have seen at the agency. 2. **Display signs or write signs on the board. Practice sight word reading.** 3. **Introduce safety instructions and labels. Students silently read them and answer comprehension questions.** 4. **Introduce policy statements from companies, students silently read them, and answer comprehension questions.** **EXTENSION:** Students bring to class warning labels and instructions from products found in their homes. (Cleaning products, paints, etc.)

INSTRUCTIONAL UNIT #15

COMPETENCY: Fill out an accident report form.

PREREQUISITES:

Dates - level 2

SITUATIONS:

1. A worker reports a minor injury to personnel.
2. A worker is seriously hurt and is taken to the hospital.

TEXTBOOK REFERENCES:

Let's Work Safely, pp. 84-108

WORKPLACE RESOURCES:

VOCABULARY:

Body parts.
Types of common injuries - cuts, burns, fractures, etc.

GRAMMAR:

Simple past tense.

NOTES:

All accident and injuries should be reported immediately according to the procedures established at the worksite. All workers are covered by Worker's Compensation which should cover the medical costs and lost salary.

INSTRUCTIONAL UNIT #15

Native Language Discussion	Workplace Literacy
OUTLINE *All accidents and injuries should be reported <u>immediately</u>! If there is a union, there may be procedures for reporting accidents to the union as well as the employer.* *If an injury is not reported immediately, benefits from Worker's Compensation may be jeopardized.* **DISCUSSION** *1. Did you know of anyone who got injured at work? What happened?* *2. Why should all injuries be reported immediately?* *3. What kinds of injuries can happen to a machine operator? To a packer? To a seamstress?* *4. If you hurt your arm at work, what would you do?* *5. What would you do if you hurt your arm, had to go to the hospital, and could not work for two weeks?*	**TEACHING SUGGESTIONS** 1. Background Questions. Ask students about any recent injuries. What happened? 2. Review body parts. 3. Review types of injuries. 4. Use the text references to practice filling out forms. 5. Read the company policies and ask students comprehension questions.

INSTRUCTIONAL UNIT # 16

COMPETENCY: Identify occupations which are personally interesting.

PREREQUISITES:

SITUATIONS:

1. A learner is asked at a JTPA interview to identify occupations which are personally interesting and to set a
2. A learner decides that he or she wants to go back to school.

WORKPLACE/VOCATIONAL SCHOOL RESOURCES:

Occupational brochures from St. Paul TVI.
Some of these are: Apparel Arts, Restaurant and Hotel Cookery, Mechanical/Fabrication Welding, Major Appliance Repair, Electronic Technology, Clerk Typist/Office Assisatnce, MN Bilingual, Plumbing, Carpentry, Accounting Clerk, Clerical Data Entry, Machine Tool Processes, Pipefitting, Painting & Decorating, Construction Electricity, Auto Body Repair, Auto Mechanics, Bookkeeping Clerk, Cabinetmaking, Watch & Clock Repair, Truck Mechanics, Sheet Metal.

VOCABULARY:
Specific jobs. (See above.)

NOTES:

INSTRUCTIONAL UNIT # 16

Native Language Discussion	Workplace Literacy
OUTLINE *1. Ask sts. about their interests and abilities:* *What are interesting jobs?* *What jobs do their families and friends have?* *Do they like-* *working with their hands?* *working with machines?* *working with other people?* *working inside or outside?* *Do they -* *have good eyesight?* *have good hand-eye coordination?* *have normal color vision?* *the ability to perform heavy physical work?* *have any allergies or major physical problems?* *2. Introduce job brochures and briefly describe the job (See "Nature of Work").* *3. Students look through brochures and select brochures which they are interested in.* **DISCUSSION** *1. Ask sts. which brochures they selected and why.* *2. Discuss specific career opportunities and goals.*	**TEACHING SUGGESTIONS** 1. Sts. say the names of the occupations they are interested in. 2. Teach the names as sight words. Practice pronunciation. 3. Assist sts. in reading the brochures, as appropriate.

INSTRUCTIONAL UNIT # 17

COMPETENCY: Identify appropriate topics for social interaction with co-workers.

SITUATIONS:

1. A worker enters the cafeteria during break and is asked to join a table of English-speaking workers.
2. A worker is assigned to a team of packers who make small talk while working.

TEXTBOOK REFERENCES:

Speaking Up At Work, pp. 1-5, 38-42, 57-60, 75-79, 108-111, 165-168, 120-124.

VOCABULARY:

Family members, weather conditions, sports, common weekend activities, food

GRAMMAR:

Present tense, past tense

NOTES:

INSTRUCTIONAL UNIT #17

Native Language Discussion	Workplace Literacy
OUTLINE *Every culture has topics which it considers appropriate for informal conversations. Americans often talk about:* *1. their families* *2. the weather* *3. sports* *4. weekend activities* *5. shopping* *6. pets* *Some topics which are not considered appropriate are:* *1. one's age* *2. income* **DISCUSSION** *1. What are some common topics for conversation with an American?* *2. Have you ever had informal conversations with Americans? What did you talk about?*	**NOTE:** This unit does not have any specific language activities. The teacher may select topics to practice social language.

STUDENT EVALUATION

LFC STUDENT COMPETENCY LIST

Student's Name: _____

Teacher: _____

Date: _____

Note the student's progress by writing the date of assessment in the correct column.

0 = No response or student's response is unintelligible or inappropriate.
1 = Student communicates appropriately but pronunciation and/or grammatical errors inhibit effectiveness.
2 = Student communicates appropriately and effectively.

	0	1	2
1. Complete a standard job application without assistance.			
2. Read a map and directions to a workplace.			
3. Read work schedules and identify days and shifts to be worked.			
4. Read task assignments and verify duties to be performed.			
5. Read a time card.			
6. Read an inventory or order form.			
7. Compute the number and dollar value of piecework.			
8. Compute the amount and value of overtime worked.			
9. Read exemptions on a W-4 form, gross and net pay on a paycheck, and identify any errors.			
10. Read the names of common departments.			
11. Read instructions to do a task.			
12. Fill out a supply request form.			
13. Complete a form to request time off.			
14. Read safety signs, instructions, warnings, and cautions.			
15. Fill out an accident report form.			
16. Identify occupations which are personally interesting.			
17. Identify appropriate topics for social interaction with co-workers.			

Lao Family Community of MN ACHIEVEMENT TEST

TESTER'S INSTRUCTIONS:

PART I: Job Application
INSTRUCTIONS: Give each participant a job application and ask them to complete it silently and individually.

PART II: Work Schedules

A. Work Schedule
INSTRUCTIONS: Write the participants' names on the work schedule. Participants silently answer the questions.

B. Work Schedule Procedures
INSTRUCTIONS: Participants silently and individually read the passage and answer the questions.

PART III: Time Card and Overtime
INSTRUCTIONS: Ask participants to write their names on the time card. Say "This is your time card. Your regular work week is 40 hours long. You worked overtime. Answer the questions about your pay."

PART IV: Task Assignments and Duties

A. Department Assignment
INSTRUCTIONS: Write the participants' names on the grid. Participants silently answer the questions.

B. Task Performance
INSTRUCTIONS: You will need to put the following supplies on a table:
a small box
5 boxes of paper clips
5 writing pads
20 pens
20 pencils
10 phone message pads
Other assorted office supplies as available
The student packing list must be in duplicate - the top is white with carbon paper and the bottom part is pink.
Explain the task to the participant.

PART V: Production Form and Computing Value of Piecework
INSTRUCTIONS: Explain the activity. Participants silently answer the questions.

SCORING

PART I: 10 points maximum

10 points - Completed all sections comprehensibly; no spelling mistakes.
8 points - Completed all sections comprehensibly; a few spelling mistakes.
4 points - Completed all sections comprehensibly; many spelling mistakes.
0 points - Did not complete all sections; one or more sections were incomprehensible.

PART II A: 12 points maximum (4 items x 3 points)

PART II B: 15 points maximum (5 items x 3 points)

PART III: 24 points maximum (8 items x 3 points)

PART IV A: 12 points maximum (4 items x 3 points)

PART IV B: 12 points maximum (4 items x 3 points)

PART V: 15 points maximum (5 items x 3 points)

TOTAL NUMBER OF POINTS ON THE TEST: 100
PASSING SCORE: 70

APPLICATION FOR EMPLOYMENT

(PRE-EMPLOYMENT QUESTIONNAIRE) (AN EQUAL OPPORTUNITY EMPLOYER)

PERSONAL INFORMATION

DATE _____

NAME _____ SOCIAL SECURITY NUMBER _____
LAST FIRST MIDDLE

PRESENT ADDRESS _____
STREET CITY STATE ZIP

PERMANENT ADDRESS _____
STREET CITY STATE ZIP

PHONE NO. _____ ARE YOU 18 YEARS OR OLDER Yes ☐ No ☐

LAST FIRST MIDDLE

SPECIAL QUESTIONS

DO NOT ANSWER **ANY** OF THE QUESTIONS IN THIS FRAMED AREA UNLESS THE EMPLOYER HAS **CHECKED** A **BOX PRECEDING** A QUESTION, THEREBY INDICATING THAT THE INFORMATION IS REQUIRED FOR A BONA FIDE OCCUPATIONAL QUALIFICATION, OR DICTATED BY NATIONAL SECURITY LAWS, OR IS NEEDED FOR OTHER LEGALLY PERMISSIBLE REASONS.

☐ Height _____ feet _____ inches

☐ Weight _____ lbs.

☐ What Foreign Languages do you speak fluently? _____ Read _____ Write _____

☐ _____

☐ Citizen of U.S. ____ Yes ____ No

☐ Date of Birth* _____

*The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 70 years of age.

EMPLOYMENT DESIRED

POSITION _____ DATE YOU CAN START _____ SALARY DESIRED _____

ARE YOU EMPLOYED NOW? _____ IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER? _____

EVER APPLIED TO THIS COMPANY BEFORE? _____ WHERE? _____ WHEN? _____

EDUCATION	NAME AND LOCATION OF SCHOOL	*NO. OF YEARS ATTENDED	*DID YOU GRADUATE?	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

*The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 70 years of age.

GENERAL

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK _____

52

U.S. MILITARY OR NAVAL SERVICE _____ RANK _____ PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES _____

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST).

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

REFERENCES: GIVE THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1			
2			
3			

PHYSICAL RECORD:

DO YOU HAVE ANY PHYSICAL LIMITATIONS THAT PRECLUDE YOU FROM PERFORMING ANY WORK FOR WHICH YOU ARE BEING CONSIDERED? ☐ Yes ☐ No

PLEASE DESCRIBE:

IN CASE OF EMERGENCY NOTIFY

NAME ADDRESS PHONE NO

"I CERTIFY THAT THE FACTS CONTAINED IN THIS APPLICATION ARE TRUE AND COMPLETE TO THE BEST OF MY KNOWLEDGE AND UNDERSTAND THAT, IF EMPLOYED, FALSIFIED STATEMENTS ON THIS APPLICATION SHALL BE GROUNDS FOR DISMISSAL.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED HEREIN AND THE REFERENCES LISTED ABOVE TO GIVE YOU ANY AND ALL INFORMATION CONCERNING MY PREVIOUS EMPLOYMENT AND ANY PERTINENT INFORMATION THEY MAY HAVE, PERSONAL OR OTHERWISE, AND RELEASE ALL PARTIES FROM ALL LIABILITY FOR ANY DAMAGE THAT MAY RESULT FROM FURNISHING SAME TO YOU.

I UNDERSTAND AND AGREE THAT, IF HIRED, MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PRIOR NOTICE."

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE

HIRED: ☐ Yes ☐ No POSITION DEPT.

SALARY/WAGE DATE REPORTING TO WORK

APPROVED: 1. 2. 3.

EMPLOYMENT MANAGER DEPT HEAD GENERAL MANAGER

This form has been designed to strictly comply with State and Federal fair employment practice laws prohibiting employment discrimination. This Application for Employment Form is sold for general use throughout the United States. TOPS assumes no responsibility for the inclusion in said form of any questions which, when asked by the Employer of the Job Applicant, may violate State and/or Federal Law.

PART II: WORK SCHEDULES A: Work Schedule

SUPER 6 MOTEL
WORK SCHEDULE

	FIRST SHIFT 7:00 - 3:30	SECOND SHIFT 4:00 - 12:00
MON		
TUES		
WED		
TH		
FR		

1. How many days is the company open? _____

2. How many days do you work? _____

3. Which shift do you work? _____

4. What is your schedule on Wednesday? _____

PART II: WORK SCHEDULES

B: Procedures

READ ABOUT THE COMPANY'S PROCEDURES. ANSWER THE QUESTIONS.

ABC COOKIE COMPANY
COMPANY POLICY

We have three shifts. The day shift is from 7:00 AM to 3:30 PM. The afternoon shift is from 3:00 PM to 11:30 PM. The night shift is from 11:00 PM to 7:00 AM. The day and night shifts have a 30 minute lunch or dinner break.

1. How many shifts does the company have? _____

2. When does the day shift begin? _____

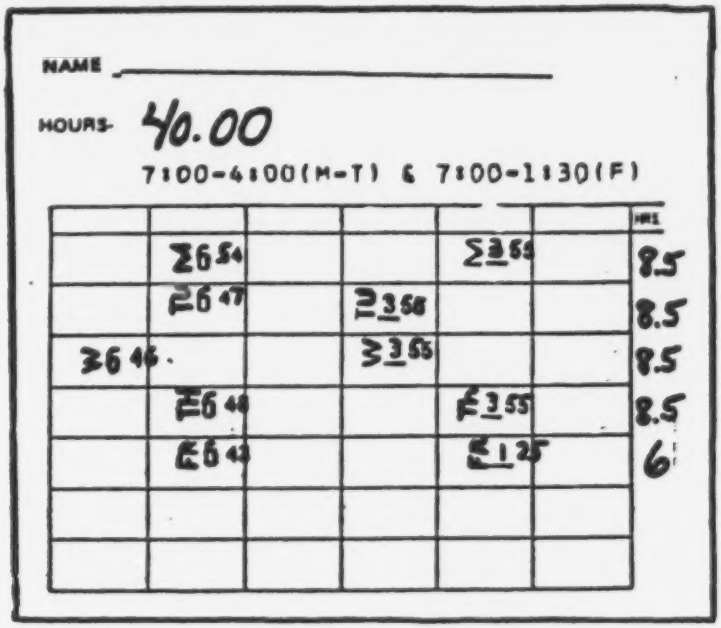
3. When does the night shift end? _____

4. How many hours is the night shift? _____

5. How long is the lunch break for the day shift?_____

PART III: A TIME CARD AND OVERTIME

Write your name on the time card.
Answer the questions.



1. How many hours do you work? _____

2. How many hours did you work on Monday? _____

3. How many hours did you work on Friday? _____

4. How many hours did you work this week? _____

5. What time did you start work on Thursday? _____

6. You make $5.00 an hour.
   What is your total pay for this week? _____

7. Your hourly salary is $5.00 an hour.
   If overtime is time-and-a-half,
   how much is one hour of overtime? _____

8. If you work two hours overtime on Saturday,
   how much will you make on Saturday? _____

PART IV:
A. DEPARTMENT ASSIGNMENTS

Read the chart. Answer the questions.

JOB SHEET - Sept. 6, 1988

WOOD COMPANY

NAME	DEPARTMENT	SUPERVISOR	TASKS
	Shipping	Bob	Ship 10 orders to Minneapolis.
	Assembly	Mary	Assemble 30 large bookcases.
	Packing	Moua	Pack 40 orders.
	Painting	Dan	Paint 25 TV tables.

1. What day is the schedule for? _____

2. Which department do you work in? _____

3. What will you do? _____

4. Who is your supervisor? _____

SECTION IV
B: TASK PERFORMANCE

You work in a packing department.
Your supervisor gives you this order.
Read the order.

Pack the order in a box. Write the number of items you put in the box.
Follow the instructions.

PACKING LIST

LFC OFFICE SUPPLY COMPANY

PO: 3-2256

Ship To: NEC
1855 Mt. Prospect Rd.
Des Plaines, IL 60018

ITEM	QUANTITY ORDERED	QUANTITY SHIPPED
Box paper clips		
Writing pads		
Pens		
Pencils		
Phone message pads		

Packer's Name: _____

Date: _____

Place the white copy in the box.
Give the pink copy to the supervisor.

PART V: PRODUCTION FORM

You work in a glove factory. You assemble and sew gloves. You are paid by the piece. Each glove is worth $1.50.

On Monday you made 30 gloves.
On Tuesday you made 40 gloves.
On Wednesday you made 28 gloves.
You were sick on Thursday and Friday.

Fill out the form. Find the total.

PRODUCTION CARD

NAME: _____

DAY	KIND OF WORK	QUANTITY	RATE	AMOUNT
MON	gloves			
TUES	gloves			
WED	gloves			
TH	gloves			
FR	gloves			
		TOTAL: _____		TOTAL: _____

APPENDICES

A: Workplace Literacy Resource Materials

B: Task Performance Activities

APPENDIX A: WORKPLACE LITERACY RESOURCE MATERIALS

The attached materials were provided by companies which are prospective employers of the LCF participants.

COMPETENCY	MATERIAL
1	1.1 Employment Eligibility Verification Instructions: SPRC, Inc. 1.2 Health History Questionnaire: SPRC, Inc. 1.3 Employment Application: SPRC, Inc.
3	3 Working Hours, Rest Periods: Duratec
5	5.1 Time Card: Duratec 5.2 Punched Time Card: Duratec 5.3 Time Cards: Duratec
7	7 Quality Control/Cost Anaylsis: Duratec
8	8 Overtime: Duratec
9	9 Health Insurance: Duratec
11	11 Steps to Clean a Room: Super 8 Motor Hotel
13	13.1 Attendance: Duratec 13.2 Vacations, Holidays: Duratec
14	14 Work Safety, Housekeeping: Duratec

SPRC, Inc.

EMPLOYMENT ELIGIBILITY VERIFICATION
INSTRUCTIONS

Proper completion of this form is mandatory by law.

1. Section I: Employee Information and Verification
   - complete, sign, and date

2. Section II: Employer Review and Verification
   - attach a readable copy of one document from List A

   OR

   - attach a readable copy of document from List B and List C.

   (the above copies also meet verification requirements of other certifying/accrediting/governmental agencies.)

3. Return completed form and document copies to the SPRC Personnel Office.

1/88

#1

1988 Form W-4

Department of the Treasury
Internal Revenue Service

Purpose. You must complete Form W-4 so that your employer can withhold the correct amount of Federal income tax from your pay.

Exemption From Withholding. To be exempt, you must have owed no Federal income tax last year and must not expect to owe any this year. You may not claim exempt status if you can be claimed as a dependent of another person, have any nonwage income, and expect your total income to be more than $500. If exempt, only complete the certificate at the bottom of this page.

Basic Instructions. Employees who are not exempt should complete the Personal Allowances Worksheet. Additional worksheets are provided on page 2 for employees to adjust their withholding allowances based on itemized deductions, adjustments to income, or two-earner/two-job situations. For accuracy, complete all worksheets that apply to your situation. The worksheets on this form are designed to help you figure the number of withholding allowances you are entitled to claim. However, you may claim fewer allowances than this.

Head of Household. Generally, you may claim head of household filing status on your tax return only if you are unmarried and pay more than 50% of the costs of keeping up a home for yourself and your dependent(s) or other qualifying individuals.

Nonwage Income. If you have a large amount of nonwage income, from sources such as interest or dividends, you should consider making estimated tax payments using Form 1040-ES. Otherwise, you may find that you owe additional tax at the end of the year.

Two-Earner/Two-Jobs. If you have a working spouse or more than one job, figure the total number of allowances you are entitled to claim on all jobs using worksheets from only one Form W-4. This total should be divided among all jobs. Your withholding will usually be most accurate when all allowances are claimed on the W-4 filed for the highest paying job and zero allowances are claimed for the others.

Advance Earned Income Credit. If you are eligible for this credit, you can receive it added to your paycheck throughout the year. For details, obtain Form W-5 from your employer.

Check Your Withholding. After your W-4 takes effect, you can use **Publication 919,** Is My Withholding Correct for 1988?, to see how the dollar amount you are having withheld compares to your estimated total annual tax. Call 1-800-424-3676 (in Hawaii and Alaska, check your local telephone directory) to obtain this publication.

Personal Allowances Worksheet

A Enter "1" for **yourself** if no one else can claim you as a dependent . . . . . A ____

B Enter "1" if:
1. You are single and have only one job; or
2. You are married, have only one job, and your spouse does not work; or
3. Your wages from a second job or your spouse's wages (or the total of both) are $2,500 or less.

. . . . . B ____

C Enter "1" for your **spouse.** But, you may choose to enter "0" if you are married and have either a working spouse or more than one job (this may help you avoid having too little tax withheld) . . . . . C ____

D Enter number of **dependents** (other than your spouse or yourself) whom you will claim on your tax return . . . . . D ____

E Enter "1" if you will file as a **head of household** on your tax return (see conditions under "Head of Household," above) . . E ____

F Enter "1" if you have at least $1,500 of **child or dependent care expenses** for which you plan to claim a credit . . . . F ____

G Add lines A through F and enter total here . . . . . ▶ G ____

For accuracy, do all worksheets that apply.

- If you plan to **itemize or claim adjustments to income** and want to reduce your withholding, turn to the Deductions and Adjustments Worksheet on page 2.
- If you are **single** and have **more than one job** and your combined earnings from all jobs exceed $25,000 OR if you are **married** and have a **working spouse or more than one job,** and the combined earnings from all jobs exceed $40,000, then turn to the Two-Earner/Two-Job Worksheet on page 2 if you want to avoid having too little tax withheld.
- If **neither** of the above situations applies to you, **stop here** and enter the number from line G on line 4 of Form W-4 below.

---------- **Cut here and give the certificate to your employer. Keep the top portion for your records.** ----------

Form **W-4**
Department of the Treasury
Internal Revenue Service

Employee's Withholding Allowance Certificate

▶ **For Privacy Act and Paperwork Reduction Act Notice, see reverse.**

OMB No. 1545-0010
1988

1 Type or print your first name and middle initial | Last name | 2 Your social security number

Home address (number and street or rural route)

City or town, state, and ZIP code

3 Marital Status
- ☐ Single ☐ Married
- ☐ Married, but withhold at higher Single rate.

Note: *If married, but legally separated, or spouse is a nonresident alien, check the Single box.*

4 Total number of allowances you are claiming (from line G above or from the Worksheets on back if they apply) . . . | 4 |

5 Additional amount, if any, you want deducted from each pay . . . . . | 5 $ |

6 I claim exemption from withholding because (check boxes below that apply):

a ☐ Last year I did not owe any Federal income tax and had a right to a full refund of **ALL** income tax withheld, **AND**

b ☐ This year I do not expect to owe any Federal income tax and expect to have a right to a full refund of **ALL** income tax withheld.

c If both a and b apply and you satisfy the additional conditions outlined above under "Exemption From Withholding," enter the year effective and "EXEMPT" here. Do not complete lines 4 and 5 above . . . . . ▶ Year 19

7 Are you a full-time student? (**Note:** *Full-time students are not automatically exempt.*) ☐ Yes ☐ No

Under penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate or, if claiming exemption from withholding, that I am entitled to claim the exempt status.

Employee's signature ▶ **Date** ▶ , 198

8 Employer's name and address (**Employer: Complete 8, 9, and 10 only if sending to IRS**) | 9 Office code | 10 Employer identification number

Deductions and Adjustments Worksheet

Note: *Use this worksheet only if you plan to itemize deductions or claim adjustments to income on your 1988 tax return.*

1 Enter an estimate of your 1988 itemized deductions. These include: qualifying home mortgage interest, 40% of personal interest, charitable contributions, state and local taxes (but not sales taxes), medical expenses in excess of 7.5% of your income, and miscellaneous deductions (most miscellaneous deductions are now deductible only in excess of 2% of your income) . . . . . 1 $

2 Enter: { $5,000 if married filing jointly or qualifying widow(er) / $4,400 if head of household / $3,000 if single / $2,500 if married filing separately } . . . . . 2 $

3 **Subtract** line 2 from line 1. If line 2 is greater than line 1, enter zero . . . . . 3 $

4 Enter an estimate of your 1988 adjustments to income. These include alimony paid and deductible IRA contributions . . . . . 4 $

5 **Add** lines 3 and 4 and enter the total . . . . . 5 $

6 Enter an estimate of your 1988 nonwage income (such as dividends or interest income) . . . . . 6 $

7 **Subtract** line 6 from line 5. Enter the result, but not less than zero . . . . . 7 $

8 **Divide** the amount on line 7 by $2,000 and enter the result here. Drop any fraction 8

9 Enter the number from Personal Allowances Worksheet, line G, on page 1 9

10 **Add** lines 8 and 9 and enter the total here. If you plan to use the Two-Earner/Two-Job Worksheet, also enter the total on line 1, below. Otherwise, **stop here** and enter this total on Form W-4, line 4 on page 1 10

Two-Earner/Two-Job Worksheet

Note: *Use this worksheet only if the instructions at line G on page 1 direct you here.*

1 Enter the number from line G on page 1 (or from line 10 above if you used the Deductions and Adjustments Worksheet) 1

2 Find the number in **Table 1** below that applies to the **LOWEST** paying job and enter it here 2

3 If line 1 is **GREATER THAN OR EQUAL TO** line 2, subtract line 2 from line 1. Enter the result here (if zero, enter "0") and on Form W-4, line 4, on page 1. **DO NOT** use the rest of this worksheet. 3

Note: *If line 1 is **LESS THAN** line 2, enter "0" on Form W-4, line 4, on page 1. Complete lines 4–9 to calculate the additional dollar withholding necessary to avoid a year-end tax bill.*

4 Enter the number from line 2 of this worksheet 4

5 Enter the number from line 1 of this worksheet 5

6 **Subtract** line 5 from line 4 6

7 Find the amount in **Table 2** below that applies to the **HIGHEST** paying job and enter it here . . . . . 7 $

8 **Multiply** line 7 by line 6 and enter the result here. This is the additional annual withholding amount needed. 8 $

9 **Divide** line 8 by the number of pay periods each year. (For example, divide by 26 if you are paid every other week.) Enter the result here and on Form W-4, line 5, page 1. This is the additional amount to be withheld from each paycheck . . . . . 9 $

Table 1: Two-Earner/Two-Job Worksheet

Married Filing Jointly		All Others	
If wages from **LOWEST** paying job are—	Enter on line 2 above	If wages from **LOWEST** paying job are—	Enter on line 2 above
0 - $4,000	0	0 - $4,000	0
4,001 - 8,000	1	4,001 - 8,000	1
8,001 - 18,000	2	8,001 - 13,000	2
18,001 - 21,000	3	13,001 - 15,000	3
21,001 - 23,000	4	15,001 - 19,000	4
23,001 - 25,000	5	19,001 and over	5
25,001 - 27,000	6		
27,001 - 32,000	7		
32,001 - 38,000	8		
38,001 - 42,000	9		
42,001 and over	10		

Table 2: Two-Earner/Two-Job Worksheet

Married Filing Jointly		All Others	
If wages from **HIGHEST** paying job are—	Enter on line 7 above	If wages from **HIGHEST** paying job are—	Enter on line 7 above
0 - $40,000	$300	0 - $23,000	$300
40,001 - 80,000	550	23,001 - 48,000	550
80,001 and over	650	48,001 and over	650

Privacy Act and Paperwork Reduction Act Notice.—We ask for this information to carry out the Internal Revenue laws of the United States. We may give the information to the Department of Justice for civil or criminal litigation and to cities, states, and the District of Columbia for use in administering their tax laws. You are required to give this information to your employer.

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☆U.S. GPO: 1987-183-051

EMPLOYMENT ELIGIBILITY VERIFICATION (Form I-9) #1

1 EMPLOYEE INFORMATION AND VERIFICATION: (To be completed and signed by employee.)

Name: (Print or Type) Last	First	Middle	Birth Name

Address: Street Name and Number	City	State	ZIP Code

Date of Birth (Month Day Year)	Social Security Number

I attest, under penalty of perjury, that I am (check a box):

- ☐ 1. A citizen or national of the United States.
- ☐ 2. An alien lawfully admitted for permanent residence (Alien Number A _____).
- ☐ 3. An alien authorized by the Immigration and Naturalization Service to work in the United States (Alien Number A _____ , or Admission Number _____ , expiration of employment authorization, if any _____).

I attest, under penalty of perjury, the documents that I have presented as evidence of identity and employment eligibility are genuine and relate to me. I am aware federal law provides for imprisonment and/or fine for any false statements or use of false documents in connection with this certificate.

Signature	Date (Month Day Year)

PREPARER TRANSLATOR CERTIFICATION (To be completed if prepared by person other than the employee). I attest, under penalty of perjury, that the above was prepared by me at the request of the named individual and is based on all information of which I have any knowledge.

Signature	Name (Print or Type)		
Address (Street Name and Number)	**City**	**State**	**Zip Code**

2 EMPLOYER REVIEW AND VERIFICATION: (To be completed and signed by employer.)

Instructions:
Examine one document from List A and check the appropriate box. ***OR*** examine one document from List B ***and*** one from List C and check the appropriate b
Provide the ***Document Identification Number*** and ***Expiration Date*** for the document checked.

List A Documents that Establish Identity and Employment Eligibility		List B Documents that Establish Identity	and	List C Documents that Establish Employment Eligibility
☐ 1. United States Passport		☐ 1. A State-issued driver's license or a State-issued I.D. card with a photograph, or information, including name, sex, date of birth, height, weight, and color of eyes. (Specify State) _____)		☐ i. Original Social Security Number Card (than a card stating it is not valid f employment)
☐ 2. Certificate of United States Citizenship		☐ 2. U.S. Military Card		☐ 2. A birth certificate issued by State, coun municipal authority bearing a seal or o certification
☐ 3. Certificate of Naturalization		☐ 3. Other (Specify document and issuing authority)		☐ 3. Unexpired INS Employment Authoriz Specify form
☐ 4. Unexpired foreign passport with attached Employment Authorization				#
☐ 5. Alien Registration Card with photograph				
Document Identification		***Document Identification***		***Document Identification***
#		#		#
Expiration Date (if any)		***Expiration Date (if any)***		***Expiration Date (if any)***

CERTIFICATION: I attest, under penalty of perjury, that I have examined the documents presented by the above individual, that they appear to be genuine relate to the individual named, and that the individual, to the best of my knowledge, is eligible to work in the United States.

Signature	Name (Print or Type)	Title
Employer Name	**Address**	**Date**

Form I-9 (05-07 87)
OMB No. 1115-0136

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U.S. Department of Justice
Immigration and Naturalization Ser

NOTICE: Authority for collecting the information on this form is in Title 8, United States Code, Section 1324A, which requires employers to verify employment eligibility of individuals on a form approved by the Attorney General. This form will be used to verify the individual's eligibility for employment in the United States. Failure to present this form for inspection to officers of the Immigration and Naturalization Service or Department of Labor within the time period specified by regulation, or improper completion or retention of this form, may be a violation of the above law and may result in a civil money penalty.

Section 1. Instructions to Employee/Preparer for completing this form

Instructions for the employee.

All employees, upon being hired, must complete Section 1 of this form. Any person hired after November 6, 1986 must complete this form. (For the purpose of completion of this form the term "hired" applies to those employed, recruited or referred for a fee.)

All employees must print or type their complete name, address, date of birth, and Social Security Number. The block which correctly indicates the employee's immigration status must be checked. If the second block is checked, the employee's Alien Registration Number must be provided. If the third block is checked, the employee's Alien Registration Number *or* Admission Number must be provided, as well as the date of expiration of that status, if it expires.

All employees whose present names differ from birth names, because of marriage or other reasons, must print or type their birth names in the appropriate space of Section 1. Also, employees whose names change after employment verification should report these changes to their employer.

All employees must sign and date the form.

Instructions for the preparer of the form, if not the employee.

If a person assists the employee with completing this form, the preparer must certify the form by signing it and printing or typing his or her complete name and address.

Section 2. Instructions to Employer for completing this form

(For the purpose of completion of this form, the term "employer" applies to employers and those who recruit or refer for a fee.)

Employers must complete this section by examining evidence of identity and employment eligibility, and:

- checking the appropriate box in List A *or* boxes in both Lists B and C;
- recording the document identification number and expiration date (if any);
- recording the type of form if not specifically identified in the list;
- signing the certification section.

NOTE: Employers are responsible for reverifying employment eligibility of employees whose employment eligibility documents carry an expiration date.

Copies of documentation presented by an individual for the purpose of establishing identity and employment eligibility may be copied and retained for the purpose of complying with the requirements of this form and no other purpose. Any copies of documentation made for this purpose should be maintained with this form.

Name changes of employees which occur after preparation of this form should be recorded on the form by lining through the old name, printing the new name and the reason (such as marriage), and dating and initialing the changes. Employers should not attempt to delete or erase the old name in any fashion.

RETENTION OF RECORDS.

The completed form must be retained by the employer for:

- three years after the date of hiring; or
- one year after the date the employment is terminated, whichever is later.

Employers may photocopy or reprint this form as necessary.

CONFIDENTIAL

SPRC, Inc.

HEALTH HISTORY QUESTIONNAIRE

The purpose of this form is to facilitate emergency treatment, if necessary. The information is strictly confidential and will be used only in the event of an accident or emergency. This information is not for the purpose of determining acceptance for employment.

Date completed: _____ Date of Birth: _____

Name _____

Health problems (please explain) _____

_____

_____

_____

Present medications:

Medications	Reason for taking	Possible side affects

Allergies	Reactions

Present Active Infections

_____

_____

_____

Surgeries Within The Last Five Years

_____

_____

_____

Any history of seizures? _____

Precipitating factors _____

_____

Date of Last seizure _____

Do you wear contact lenses? _____ Yes _____ No

Physician _____

Address _____ Phone _____

In case of an emergency contact _____
Name Phone

In case of an emergency, I give permission to seek emergency care on my behalf from:

St. Paul Ramsey Hospital _____

Other _____

_____
Signature

5/86

EMPLOYMENT APPLICATION

SPRC #1

NAME _____

ADDRESS _____
Street number and name City/State Zip code

PHONE _____ SOCIAL SECURITY NUMBER _____

POSITION(S) DESIRED _____

DATE AVAILABLE TO BEGIN _____ SALARY DESIRED $_____ per _____

EDUCATION:

Name and Location of School	Course of Study	Years Attended	Date Graduated and Degree
High School			
College			
Graduate School			
Trade, Business or Correspondence School			

SPECIAL SKILLS: Typing - words per minute _____ Shorthand - words per minute _____

OTHER SPECIAL SKILLS AND MACHINES OPERATED: _____

OCCUPATIONAL/PROFESSIONAL CERTIFICATES OR LICENSES: (Please list certifying agency, certification/license number, date received, date of renewal/expiration.) _____

PROFESSIONAL ORGANIZATIONS AND ASSOCIATIONS TO WHICH YOU BELONG: (Also include positions held)

VOLUNTEER WORK: (Please list organization and job.) _____

HOBBIES AND SPECIAL INTERESTS: _____

EMPLOYMENT HISTORY: (Begin with present or last employment. Account for all periods including unemployment and military service. Please use additional sheets if necessary.)

Dates	Name and Address of Employer	Job Title and Duties	Salary	Reason for Leaving
FROM: Mo.___ Yr.___ TO: Mo.___ Yr.___			Starting: $_____/___ Ending: $_____/___	
FROM: Mo.___ Yr.___ TO: Mo.___ Yr.___			Starting: $_____/___ Ending: $_____/___	
FROM: Mo.___ Yr.___ TO: Mo.___ Yr.___			Starting: $_____/___ Ending: $_____/___	

MAY WE CONTACT YOUR: Present Employer? Yes ____ No ____ Former Employer? Yes ____ No ____

REFERENCES:

Name	Address	Phone	Position	Number of Years Known

DATE OF LAST PHYSICAL _____ PERSONAL PHYSICIAN'S NAME _____

PERSON TO NOTIFY IN CASE OF EMERGENCY: _____
Name Phone Number

DO YOU HAVE ANY HEALTH PROBLEMS?* Yes ___ No ___. If yes, please describe: _____

HAVE YOU EVER BEEN CONVICTED OF A CRIME?* Yes ___ No ___. If yes, please describe: _____

HOW DID YOU LEARN OF THE POSITION FOR WHICH YOU ARE APPLYING? _____

WHY ARE YOU INTERESTED IN WORKING AT SPRC _____

TO THE BEST OF MY KNOWLEDGE THE ABOVE INFORMATION IS CORRECT.

Date: _____ Signature: _____

(* A "yes" answer does not necessarily bar employment.)

Working Hours

First shift working hours are from 7:30 a.m. to 4:00 p.m., Monday through Friday for all employees except office and part-time employees. The lunch break is 1/2 hour, and is taken from either 11:30 a.m. to 12:00 p.m., or 12:00 p.m. to 12:30 p.m.
Second shift working hours are from 4:00 p.m. to 12:00 a.m., Monday through Friday. There will be no lunch or dinner break during second shift.

Rest Periods

Employees are given two 10 minute rest periods during a regular 8 hour work day. No one will be allowed to work through the rest periods to apply the time to the total work day.

NO. 37 PAY PERIOD ENDING 6/12/88

NAME Pang Vang 1

DATE	DAY	SHIFT	IN	M	OUT	M	HOURS WORKED	ACCUMULATED HOURS	ACCUMULATED OVERTIME
31	TU		7:29		12:00		4.50	4.50	
31	TU		12:28		16:01		8.03	8.03	
1	WE		7:30		12:00		4.50	12.53	
1	WE		12:30		16:01		8.00	16.03	
2	TH		7:30		12:01		4.52	20.55	
2	TH		12:30		16:00		8.02	24.05	
3	FR		7:30		12:01		4.52	28.57	
3	FR		12:30		16:01		8.02	32.07	
6	MO		7:31		12:01		4.50	36.57	
6	MO		12:30		16:01		8.00	40.07	
7	TU		7:29		12:00		4.50	44.57	
7	TU		12:30		16:01		8.00	48.07	
8	WE		7:33		12:00		4.45	52.52	
8	WE		12:30		16:02		7.95	56.02	
9	TH		7:27		12:01		4.52	60.53	
9	TH		12:30		16:01		8.02	64.03	
10	FR		7:31		12:00		4.48	68.52	
10	FR		12:31		16:01		7.97	72.00	

+holiday

FORM #A11

Time Cards

Employees should clock in and out when entering or leaving the factory so the company has an accurate record for preparing the employee's pay check. All employees must immediately go to work once they have punched in.

QUALITY CONTROL/COST ANAYLSIS DATE: _____

Duratec Corp., St. Paul, MN EMPLOYEE: _____

JOB DESCRIPTION	TOTAL UNITS	UNITS PER HR.	REJECT UNITS	INSPECT BY	TOTAL TIME	TIME CLOCK
						IN
						OUT
						IN
						OUT
						IN
						OUT
						IN
						OUT
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Overtime

Overtime is authorized when production demands require that additional hours be worked. While it is sometimes difficult to do so, employees will be given as much notice as possible, usually a minimum of 24 hours. It will be distributed as evenly as possible, but if an employee is scheduled to work overtime, it is part of the job requirement and must be done. Overtime is paid at a rate of time and one half for all hours worked over eight in one day, or fourty hours in one week. No overtime will be permitted without Management authorization.

Health Insurance

Duratec will provide free Medical Insurance for all employees that have completed six months of continous service with the company.
Coverage for employee dependants (husband, wife, or children), can be arranged, at the employee's cost, through a payroll deduction plan. If you are interested, please contact your Supervisor for information.
If you are already receiving Health Insurance coverage from your husband or wife's employer, Dutatec will pay $.20 per hour to the employee in lieu of Health Insurance coverage. This compensation will not affect any other earned wage increases.

WELCOME TO SUPER 8 MOTOR HOTEL

This training sheet has been written especially to assist you in the steps taken to clean a room at Super 8.

1. Check outs should be done first unless there is a maid sign on the door. Do not enter or knock on doors that have "Do Not Disturb" signs or any room that a trucker may be in.
2. Knock 3 times and announce "housekeeping" when entering.
3. Empty all garbage from room.
4. Set waste baskets in tub to be rinsed out.
5. Strip bed(s).
6. Keep all linen off of the floor.
7. Remove all towels from bathroom, put into pillowcase and then into laundry bin.
8. Check blankets and bedspreads for stains. If any stains, replace.
9. Make bed(s).
10. Check drawers and behind bathroom door for anything left behind. Be sure to write down the room number if you find anything for lost and found.
11. Dust everything in room with a damp cloth, water only.
12. Clothes Rack-There must be a hook for each hanger. Throw away any wire hangers in a check out.
13. Wipe area between windows.
14. Check curtains to make sure they hang right.
15. Check air filter and clean if needed.
16. Check lamps to make sure the shades are straight and seams are towards the wall.
17. Check under bed and between mattress and boxspring for any garbage or debri.
18. Clean mirror with glass cleaner and check for streaking.
19. Bathroom-If there are any dirty ashtrays, soak in sink and clean with the scrub free and sponge. DO NOT USE ANY TOWELS FOR CLEANING.
20. Using scrub free, spray down tub, toilet and sink area.
21. Put 4-5 squirts of scrub free into one of the waste baskets from tub and use this to wash down tub and toilet with sponge.
22. Use second waste basket for rinsing.
23. Using a bath mat, wipe down the whole tub, toilet and sink area, starting with chrome first.

24. Wipe shower rod and dry curtain. If shower curtain is scummy, replace with clean one. Close shower curtain and center Super 8 emblem.
25. Clean mirror, kleenex box and toilet paper holder with glass cleaner.
26. Fold toilet paper in V shape.
27. Wash floor with soapy water in waste basket and a rag.
28. Wipe down door frames.
29. Empty water from baskets into toilet, dry and replace in proper places.
30. Vacuum room by starting at the windows and working towards the door.
31. Whiff the room.
32. Check light switch to be sure its coordinated with desk lamp. Be sure all lamps operate properly.
33. Check for any damage in room (broken chairs, hooks missing on curtains, etc.) If any damage found be sure to write it down on your slip for maintenance.
34. Be sure to check walls for any painting that might be needed. If any, write it down on your slip.
35. Check T.V. and radio to make sure they work properly.
36. Comten rooms have 4 glasses stacked in a pyramid on bathroom counter and ice bucket on back of toilet. In all the other rooms there are 2 glasses on bathroom counter and 2 glasses on long dresser with ice bucket.
37. One ashtray on back of toilet with a book of matches standing up and one next to telephone with a book of matches also.
38. Rooms with 2 beds have 3 sets of each towel (bath, hand and washcloth) and 3 soap. Rooms with 1 bed have 2 of each towel and 2 soap. The soap must be placed on ledge.
39. Comment cards belong on top of telephone. Ear piece on phone should also be cleaned with a damp cloth.
40. Telephone books belong in desk drawer with information card.
41. Drapes should be closed on first floor and opened on second and third floor.
42. Windows should always be <u>closed</u>.
43. Check the entire room for anything you might have missed.
44. Radios may be played low while cleaning.
45. Absolutely <u>NO TV</u> while cleaning.

As a new employee of the Roseville Super 8 Motor Hotel, I hereby acknowledge that I have completed the training program and fully understand the above outlined procedures for the thorough cleaning of the hotels guest rooms.

Signature of employee _____

Attendence

Our comapny produces a wide variety of products under a demanding delivery schedule each week, therefore, more than ordinary importance is placed upon your regular attendence. Our service to our customers would suffer greatly if we had to contend with problems affecting a smooth production and delivery schedule.
It is absolutely necessary for you to call your supervisor as soon as you know you are going to be late or absent, but no later than thirty minutes after the beginning of the work shift.

In order to clarify company policy on absences, the following is an explanation of types of absences:

Excused Absences:

A. Prior Approval: Employee notifies supervisor prior to the day of absence, and has received approval. An approval of this type usually permits the employee to conduct personal business that can be done only during work hours.
B. No Prior Approval: Personal illness, illness in the family, or an emergency is excused provided the employee notifes his supervisor as early as possible before the beginning of the shift. It will be considered an excused absence if an employee reports to work and leaves work with permission.
C. Medical: An extended absence due to illness will be excused if the employee sees a doctor.

Vacations

Duratec Corp. will provide paid vacations to regular full time employees who are scheduled to work at least fourty hours per week, and who have completed one year of continuous service with the company. Employees are eligible for two weeks (80 hours) paid vacation after 3 years of continuous service with the company.
Vacation pay will be paid at fourty hours straight time, based upon the employee's current pay scale, at the regular pay interval. If a company paid Holiday occurs during an employee's vacation, it will not be deducted from the amount of vacation time which the employee is entitled. The employee will be paid for that Holiday, in addition to his or her vacation pay, if prior requirements have been met.

When an employee qualifies for a paid vacation, he/she must notify the supervisor **at least thirty days** before the intended vacation date. Due to work load or prior requests of other employees, first choice may not always be possible. The more notice which is given by the employee, the better chance of receiving the exact vacation date requested. If an employee has to change the vacation date after it has once been made, he/she will be subject to the same thirty day notice as when he/she first applied for vacation time. Final consent of vacation is subject to management approval.
Employees are expected to take their vacations. Employees may not work instead of taking their vacations.
Vacation must all be taken during the twelve months following the eligibility date. **It is important to realize that vacations are a company benefit not required by law.** If an employee is terminated, or quits prior to taking vacation time, he will not be paid for that time.

Holidays

Full time employees are those regularly scheduled to work at least fourty hours per week, and who have completed their temporary training period. Each full time regular employee who worked the full scheduled work day before and after a company declared Holiday, will be paid at their straight-time hourly rate, based upon their scheduled work shift. If a Holiday falls during an employee's vacation period, it will be added to the vacation.
The following six holidays are recognized by the company:
New Years Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, and Christmas Day.

Work Safety

A good accident prevention program reflects well on all of us. Only by sharing the responsibility can a safety program be effective. With this in mind, we have listed a few safety rules to protect you while on the job:

1. Long hair must be pulled back or worn up to eliminate the chance of catching it in exposed moving machinery parts.
2. All loose fitting clothing (sweaters, coats, sash belts, hooded shirts, etc.) must be removed before working on any piece of machinery.
3. Do not attempt to adjust or repair your equipment. Notify your supervisor if any repair or adjustment is necessary.
4. Report any injury, no matter how small, to your supervisor.
5. Report unsafe conditions or equipment to your supervisor.

Housekeeping

The company continuously tries to keep working conditions at a high level. Therefore, we ask that all employees contribute to the effort by keeping their individual work areas as clean and neat as possible. All trash and other waste material should be put in the proper receptacles provided and not allowed to accumulate.

APPENDIX B: TASK PERFORMANCE ACTIVITIES

The following activities were originally created by Project Work English in Chicago. They were a part of a larger work-oriented curriculum for nonliterate refugees. The following activities were found useful by the LFC staff for developing workplace literacy skills.

JOB: Electronic Assembler, General Factory Assembly Line, Supply Clerk

TASK: Place bingo markers on chart

PREREQUISITE SKILLS:

Read numbers
Read alphabet

MATERIALS:

Bingo markers (A-1, B-34, etc.)
Poster board
Marker

PROCEDURE:

Teacher makes a chart as below or passes out copies of the chart and bingo markers.

	A	B	C	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1																									
2																									
3																									
4																									

INSTRUCTIONS:

1. Read the letter and number on one bingo marker.
2. Look at the top of your chart and find the letter.
3. Take your finder and follow the column under the letter going down until you are on the line with the same number.
4. Place the marker in the square where the letter and number meet.
5. Continue until you have used up all of your markers.

ADDITIONAL ACTIVITIES:

A. Time the students to see how fast they can place 20 markers: keep a chart of the finished times. Have students try to beat their own time or that of others.
B. Use this chart to place other objects, "place two beans on Y-22".
C. Fill the chart with markers and have the students request a marker from another student, "Give me O-14". Have one student ask for clarification or purposely make mistakes. Discuss how employees and supervisors interact.
D. Use different colored markers and introduce colors, "Put a read marker on H-18 and a blue marker on G-26".

JOB: Assembly Line, Quality Control

TASK: Sorting washers and screws

PREREQUISITE SKILLS:

Counting
Read fractions
Read names of items

MATERIALS:

1 lb. washers
1 lb. 1/2" screws
1 lb. 1/4" screws
Four boxes
Labels

PROCEDURES:

1. Teacher hands a box to a student filled with the combined washers, and screws.
2. The students are given three empty boxes labeled: washers, 1/4" screws, and 1/2" screws.

INSTRUCTIONS:

1. Put the washers in the box labeled Washers.
2. Put the 1/2" screws in the box labeled 1/2" Screws.
3. Put the 1/4" screws in the box labeled 1/4" Screws.

ADDITIONAL ACTIVITIES:

A. Time the students and let them work on increasing their speed.
B. For non-literate students, tape a washer or a screw to the empty box to indicate which box to sort into.
C. Increase the number of items to sort, putting several sizes of washers together with nails and several sizes of screws.
D. Have another student go to the student who is sorting and request a certain number and size of washers, screws, etc.

JOB: Assembly Line, Quality Control

TASK: Check cups for defects and stack in half dozens

PREREQUISITE SKILLS:

Counting
Write numbers
Read numbers

MATERIALS:

4-6 dozen foam drinking cups
Index cards
Pens
2 large boxes

PROCEDURES:

1. Teacher creates various "defects" in a small amount of the cups (dirty, scratches, knicks, cracks, holes, etc.).
2. These defective cups are mixed in with the "good" cups, thrown loose and unstacked in a large box.
3. Teacher explains what kinds of cups "pass" inspection and which are defective. Each student gets an index card and a pen.

INSTRUCTIONS:

1. Pick up each cup and check for defects.
2. If the cup is bad, throw it into the empty box on the right.
3. If the cup is good, put the cup on the table.
4. Stack the cups together in stacks of six, one inside the other.
5. When you have finished checking and stacking the cups, count how many half dozens you have.
6. Write that amount on your index card.
7. If you have any good cups left over, put that number on your index card and draw a circle around it.

ADDITIONAL ACTIVITIES:

A. Vary the amounts that you want the student to stack.
B. Have the students wrap the stacks of cups in plastic wrap to simulate packing.
C. Include more than one type of size of cup for the student to sort.

JOB: Food Service, Banquet Set-up, Canteen Assembly Line

TASK: Wrap utensils in napkins

PREREQUISITE SKILLS:

Read directions
Distinguish between right, left, center
Distinguish between fork, knife, spoon

MATERIALS:

Plastic knives
Plastic forks
Plastic spoons
Paper napkins
Paper strips (can use cash register or adding machine tape)
Tape

PROCEDURE:

Teacher hands out three boxes filled with knives, forks and spoons and a pile of napkins to each student.

INSTRUCTIONS:

1. Pick up one paper napkin.
2. Lay the napkin on the table with the point up.
3. Pick up a plastic knife and lay it down in the center of the napkin.
4. Pick up one spoon and lay it down to the right of the knife.
5. Pick up one fork and lay it down on the left of the knife.
6. Fold the bottom point up over the fork, knife and spoon.
7. Fold the right corner/point of the napkin over the fork, knife, and spoon.
8. Wrap the left corner/point of the napkin over the fork, knife and spoon and around the package.
9. Pick up one paper strip.
10. Wrap the paper strip around the package.
11. Tape the strip together.

ADDITIONAL ACTIVITIES:

A. Make a picture chart to show instructions for non-literate students. Have one student show another student how to wrap non-verbally, then verbally.
B. Write the instructions. Have students read the instructions and perform the task.
(See Decorative Napkin Folding for Beginners in the Resource Library)

JOB: Assembler, Quality Control

TASK: Measure items, sort by length

PREREQUISITE SKILLS:

Read written measurements
Write numbers
Count

MATERIALS:

Assorted sizes rubber bands
18" rulers or yard sticks
envelopes labeled as follows: 4-6 inches, 7-10 inches, 11-14 inches, 15-18 inches.
pencils

PROCEDURES:

1. Teacher passes out assorted sizes rubber bands, envelopes and rulers.
2. Each student gets one ruler, four envelopes, and a pile of rubber bands.

INSTRUCTIONS:

1. Stretch the rubber bands as far as you can.
2. Measure how long the rubber band can stretch.
3. Put the rubber bands into the correct envelopes.
4. When you have finished measuring all the rubber bands, count the number of rubber bands in each envelope.
5. Write the amount on the front of the envelope.

ADDITIONAL ACTIVITIES:

A. Sort rubber bands further by color.
B. Have another students come with a request slip for rubber bands. Have the first student fill the order. ("I need ten 7-10 inch rubber bands".)
C. Price the rubber bands according to size. Have a "customer" come and purchase rubber bands with paper money and coins.
D. Teacher gives the student a size range which signifies that the rubber bands have passed inspection. Student must indicate which rubber bands "pass" and which ones "fail". Have students count the totals at the end of the task and give the inventory to a "supervisor".

JOB: Food service, Kitchen Prep, Cook

TASK: Make Jello Pie

PREREQUISITE SKILLS:

Read measurements

MATERIALS:

8" baked pie shell	fork
1 package (3oz.) strawberry flavored gelatin	spoon
	can opener
1 cup boiling water	measuring cups
1 package (16oz.) unthawed frozen sweetened sliced strawberries	index cards
	mixing bowl

PROCEDURES:

1. Teacher reviews the names all the items used to mix the recipe.
2. Teacher hands out directions printed on index cards to pairs of students. (An instant coffee maker can provide the boiling water.)

INSTRUCTIONS:

1. Open box of jello.
2. Empty jello into mixing bowl.
3. Measure one cup boiling water and pour into the mixing bowl.
4. Stir the jello and water with a spoon until it is dissolved.
5. Open the can of frozen strawberries.
6. Add the strawberries to the jello and water mixture.
7. Break up the berries with a fork.
8. As the berries thaw, the jello will thicken. Continue to stir.
9. Pour the mixture into the pie shell.
10. Wait until the jello is set.
11. Cut pie and eat.

ADDITIONAL ACTIVITIES:

A. Mix assorted fruits into flavored jello and pour into individual molds. These can be individual or group tasks.
B. Mix whipped cream (cool-whip) with the jello.
C. Use different flavors of jello and layer them in a mold.

JOB: Clerk: Shipping, Invoice, File: Quality Control

TASK: Sorting envelopes by date

PREREQUISITE SKILLS:

Read dates
Read numbers
Counting

MATERIALS:

Stamp Pad
Dater
Envelopes stamped with various months & days, but same year (Can also be names, invoices, or packing lists.)
File Folders labeled by Month
Labels
Calendar

PROCEDURE:

Each student gets 12 file folders, one for each month of the year, and an assorted stack of dated envelopes.

INSTRUCTIONS:

1. Find the envelopes with the same month and year.
2. Put them in a pile.
3. Find the correct file folder.
4. Put the envelopes into the file folder with the same month.

ADDITIONAL ACTIVITIES:

A. Have the students file the file folders in chronological order.
B. Have the students file all of the envelopes in chronological order.
C. Stamp the envelopes with month, day, and year. Label the file folders by weeks (June 9-15, 1986, June 16-22, 1986, etc.) or quarters (May-September, 1986). Have students sort.
D. Don't label the file folders by month, but by color. Assign a color to each month. Have students sort.
E. Time the student's progress time. Give them a quota to finish within a specific time.